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the george fox student journal

**the
cres
cent**

**in this issue tra
ck voth travels
l'ami opinions**





Voth to Attend Energy Symposium



BY JON TIPPIN

The scarcity of useful forms of energy has caused many scientists to redirect their efforts to the questions of increasing energy needs vs. rapidly dwindling fuel resources. The Lawrence Berkeley Laboratory of the University of California (in Berkeley) in cooperation with the U.S. Atomic Energy Commission has taken up this question. Energy and environment will be the topic of the University's Summer Institute for College teachers entitled, "Energy: Resources, Utilization, Technology, and Environmental Impact."

Dr. Elver Voth, professor of biology at George Fox College, has received one of four positions available on the national level for Professors of Biological Sciences. Dr. Voth will attend the Institute beginning on July 1, running for five weeks to August 1. The program is designed for morning seminar meetings and discussion with afternoon trips to various geothermal installations, hydroelectric plants, and atomic power reactors in the Bay Area.

This is Dr. Voth's second such meeting, the first being the institute of Radiation Biology held at Colorado State University in 1968.

When asked about his own involvement in the sessions, and why he was interested Dr. Voth responded, "An ecologist has to recognize all parts of the energyflow process. Energy flows, it is not recycled, or used again, and the purpose is to study this flow." On reflecting his invitation to the Institute, "I was probably chosen because of my accessibility, and the various groups I have contact with. For instance, I am on the Executive Council of the Malheur Field Station just south of Burns, Oregon, and I hope to propose a class in energy consumption, from the material I can pick up at the Institute. The Field Station offers classes every summer, and up to this time has not offered any classes in Energy Consumption. I will hope to be able to teach by next summer at the Field Station. George Fox College, along with many other institutions, is a member of the Consortium that supports the Field Station."

Will Dr. Voth's attending the Summer Institute enrich the Biology Dept. at Fox? "I hope that what I will learn can be useful to the college. If possible, I would like to have seminars, workshops are sessions along the lines of energy consumption, anything to try and communicate energy-related thinking to the college community."

SPRING FORMAL FEATURES BYRON SPRADLIN

BY ROGER SARGENT

Byron Spradlin, a man with a background that offered him a varied choice of careers will be featured at George Fox College's annual Spring Formal Saturday (April 27).

The 7:30 p.m. formal will be in the Ramada Inn in downtown Portland under sponsorship of the college's student activities office.

Spradlin four times qualified as an NCAA college division All-American in distance running and in 1970 was the NCAA college division national champion in the steeplechase.

With a degree in International Relations from the University of California at Davis, Spradlin prepared for a career in the diplomatic service. He has traveled extensively on four continents.

Spradlin also prepared for a career in music, studying classical piano for 11 years, singing in music groups and playing French horn with the Oakland Symphony Youth Chamber Orchestra. He was music and tour director of the international music touring group "The Continental Singers."

Spradlin is an accomplished musician on guitar, banjo and piano and will be displaying those talents at the formal.

Dress for the occasion is sports coats with or without ties for men and long spring dresses for women.

ON CAMPUS ...

BLACK EXPERIENCE



IN AMERICA

The Social Science department is moving "further up and further in" academically with the addition of a course in black studies. This is a three-credit hour designed to fulfill one of the required courses of Systems of Interpretation, replacing only either 3. Introduction to Political Science, 4. Principles of Economics, or 5. Principles of Sociology. (see catalog).

The program is called a "mini-term" which includes a reading program - to be arranged - worth 1½ hours credit, plus a five day series beginning September 23 through 27. The daily format will consist of two lecture-discussion blocks in the morning from 8:30 a.m. to noon, and the afternoon will include individual conferences and research.

These daily presentations will be conducted by Drs. William and Ruth Bentley. Dr. Ruth Bentley presently serves in the Department of Psychology at Trinity College in Deerfield, Illinois. She is simultaneously on staff in the Counseling Department at the University of Illinois Medical School. William Bentley is currently employed by the State of Illinois as a Community Relations Consultant. He is also pastor of Calvary Bible Church in Chicago and President of the National Black Evangelical Association (formerly the National Negro Evangelical Association).

Again, there is virtually no end in sight for expansion in educational realism. This should prove to be a worthwhile effort. More definite information will be given in chapel May 8 by Dr. Green.

A Little Something For Our

There is a tendency among humans to see other people awash in the light of their own desires. A person's attitude toward others is shaped in a large part by those things that are central in his life.

This tendency is shown in hundreds of ways. Generals may think of people as weapons, or salesmen may consider them buyers. People may be case histories to psychiatrists, factors of production to economists, tools to a production manager. To a businessman, people can be dollars, or - and here I must confess - to an office seeker they can be votes.

It has become a habit of people in our society not to get at all involved in the lives of others. Life is easier to handle if I think of people only in this one-dimensional way. If I place meaning in the lives of others only as their lives affect mine, I can forget all the complications involved in treating them as if they had all the needs, wants, and importance that I have. My life becomes centered upon myself.

Fortunately, we are blessed with a System that ensures some public service on the part of self-centered men. Omitting the Generals (where is the public good in war?), we can see how this works. Good products sell faster. Effective therapy brings a psychiatrist more customers. Happy workers produce more and cost less. Good products make a better profit, and a record of public service gets the votes.

Our system turns most selfish people into seemingly fine public servants. Usually this externality is good enough to get by. Just look at how well the human race has gotten by so far, despite hundreds of wars and riots, depression, murder, tyranny, plague, hunger, oppression, slavery and human misery, there are an awful lot of us still around.

We've gotten by, sure; but excellence is somewhat a different matter.

We can get fast, effective temporary relief of some of our symptoms by reforming the system. But the word to remember is "temporary."

A better idea would be to reform the mind, individually and collectively. People have to learn to regard others as persons. Man must see the value, the potential, in his fellow men, not from his own standpoint, but from God's.

Only when public servants put the public first, and not the servant, can we be free of Stalins, Hitlers, and Chiang Kai-Sheks. Only when citizens regard each other with eyes of understanding will we be free of our Northern Irelands, South Africas and Middle Easts.

Christ was the prime example of this attitude, although history has a lot of other successes. As we become more Christ-like, we should find ourselves being mentally reformed into God's image. People should become persons of value to us for simply being people, even if they never do one thing for us. And that means all people.

You see, in a nuclear-armed world we can't get by like we used to.

NEW SOCIAL-SCIENCE DEPT. HEAD DUE!!

A graduate of George Fox College, now teaching at the Social Services program. Bruce Longstroth of Eugene, Oregon, graduated from George Fox and then recieved a master's degree in Social Work at the University of Utah. He was a social worker for four years and has been with the School of Community Services at the University of Oregon for two years. Longstroth is married and is the father of two children.

According to Dean William Green, the Social Services program will be of interest to those now in the Psychology-Sociology and Sociology majors and to students interested in various church vocations. The program in the offing will be described by Longstroth in the chapel session of May 8.

While a student at George Fox, Longstroth was active in athletics and student government. He was the student union business manager, senior class president, and voted Outstanding Senior Man. In addition to professional duties, he is now director of the Eugene Friends Counseling Service.

Subscribers

RON MOCK

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publication trivia

The Crescent is published whenever the staff can get it together long enough to get it done, which conveniently works out to about four times a term. If interested in receiving THE CRESCENT by third class mail, please note the address below.



Daniel Smith, Bruce Timmons, Tim Minikel, Ron Mock, Bill Trumbull, Cindi Roberts, Barry Hubbell, Dan Berggren, John Sinibaldi, Ray Willis, Dave Stull, Debbi Collins, Mark Hermanson and anybody else who happens to drop by at the time. "Cover photo by Bruce Timmons."

The opinions expressed within the hallowed pages of THE CRESCENT are ours. Anyone ELSE wishing to express an opinion, share a concern, let us know whats happening, or anonymously send \$3,000.00 PLEASE DO write Crescent - Box A, George Fox College, Newberg, Oregon 97132. Perfume on the envelope not required.

L'AMI L'PROGRESS

BY MARK HERMANSON

In the introductory statement of this year's "L'Ami," Wes Voth (the copy editor) has said, "This years 'The Friend' (L'Ami) is an attempt to portray the living purpose of George Fox College as it is actually carried out. We on the staff have to put ourselves in the position of being the eyes of this body, recording those things which we have seen, and attempting to realistically focus on those actions which have characterized it."

"As a body, we must look at ourselves objectively, through God's eyes, being afraid neither of our mistakes or accomplishments. To the extent that this book can help do that is the extent to which we have succeeded."

Often times a publication of this nature tries to "guild the lily" a bit. The victories and the achievements are expounded upon and are considered the "good", while the defeats and shortcomings are overlooked and labeled "bad". A great portion of the worth of an achievement, however, is in how it is obtained. Defeats help people learn and should be a challenge for the future.

As for the coming of the "L'Ami," graphics, color and photography are some of the tools we are using to creatively and comprehensively present to you the year of 1973-1974 at George Fox College. The yearbook is a record of your entire year, and the responsibility of producing a comprehensive review of an entire year is great. It seems unusual that so few are working with the L'Ami. Working on the yearbook staff is not only producing, but learning the process of production. There is much to be done, and not really enough to do it. The Yearbook provides a good outlet for the creative impulses of many students on campus at George Fox.

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The Bruin track team, coached by Rich Allen and assisted by Gayle Buckley, and Northwest Nazarene College track team ended in a 72½ deadlock with Pacific University a distant third. The Bruins took 7 events to 6 for NNC and 3 for Pacific.

A school record was set by the mile relay team composed of John Koroma, Bruce Ponder, Tim Weaver, and Matt Heathco. The course was clocked in 3:25.6, eclipsing the old record of 3:27.7.

The 440 relay was taken by same team of John Koroma and Co. It finished in 43.9, also a first place.

John Koroma streaked the 100 in 10.0; Bruce Ponder was tied for second and Matt Heathco third. Koroma also captured first place in the 220 with a 23.1, followed by Matt Heathco in 23.4.

In the hurdles competition, Gary Merritt turned in a fine performance against district's top hurdler, Pacific's John Boyd. Merritt rambled for second in 15.6. In the 440 intermediate hurdles, once again Boyd won the contest with Tim Weaver second in 56.0 and Ponder third in 58.3.

In weights events Pacific swept the discus event. Dell Dittus was fourth with 118'11." In the javelin event, Bruin Ed Buck won with a toss of 200'4". Dittus was third with a throw of 173'11".

Curtis Ankeny won both the 6-mile and 3-miles in good times. He covered the 3-mile in 15:12.1

Les Keele, coming off a leg injury, turned in a good time for the 440 - 51.2. John Koch ran his second 880-over. He held off for fourth slot in 2:05.5.

In field events, an NNC Crusader defeated Ken Lillie in the pole vault competition. However Ken skyed 12'6". Ron Borschult high jumped 5'10" to claim second and Gary Merritt was third.

NNC took 1-2-3 in the long jump. Buck was fourth with 20'4¾". However, the meet came down to the last event - the triple jump. NNC again swept 1-2-3. However, Buck captured fourth in a lifetime best of 44'5½". This enabled the Bruins to tie.

Other members of the team that were not mentioned in this particular meet for some reason or another are as follows: Ron Steiger - javelin; Rod Brown - weight events, Hammer; Dave Hinshaw - High Jump; and Kelly McCarthy - weight events.

This year's team is young, but has experience. It's shortcomings are in the weight events, but has depth in the races. They expect to do well in district competition. There is great unity on the team and has its primary goal - Christian witnessing and competitive spirit.

By
Craig Bell

TRACK !!!

THE EB BUCK MACHINE ROLLS ON

Eb Buck captured a strong second place in Linfield College Invitational Decathlon and surpassed the national qualifying level to open the doors for a possible NAIA Championship competition next month.

Buck totaled 6,189 points in the Linfield meet to 6,498 for the ex-Oregon State star - Brian Lucas, one of the top Pacific Eight Decathlon men last spring.

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"Bruce Ponder leads a strong hurdle team for the Bruins."



SPORTS

SPORTS EDITOR:
RAYMOND WILLIS

TENNIS EVERYONE?



KABOSH. "O.K., the next one who let's it bounce twice runs the bleachers." TWACK "Down, baby DOWN" ... "You hit it over the fence, YOU go get it." ploop. These balls are DEAD."

"Hey, are you playing on the tennis team this year?"

"Doesn't it look like it?"

"No"

"Thanks loads ..."

It seems that every Spring there occurs a regular cycle of events. Skis are put away, bicycles come out, books close more frequently, and tennis rackets are aired out. There also occurs some dippy stuff (boy meets girl and you know where it goes from there). For a few select girls, however, there is a different ending. Boy meets girl. Boy likes girl. Boy & Girl play tennis. Girl beats boy. Boy drops girl. Being an amazon isn't always fun.

However, eight girls this year have decided to accept this social stigma and form a tennis team. Their combined power is about double that of last year, which should turn some of last year's close losses into wins. Enthusiasm is also up this year. Partial credit is due to Mark Hermanson, volunteer coach, who is really doing a fine job considering that his team refuses to run, lift weights, or strain themselves in any way.

The ladder positions (subject to change without notice) of the players are as follows:

1st singles - Debbie Wilson, senior, Redding, Calif. Only person on team who can weigh in to practice at 120 and weigh out at 150. Secret: follows Mark H's muscle building plan to the letter and eats wild hickory nuts. Second single - Nancy Kyle, frosh, Portland. Renown for her sweats, she is also the best offensive player the team has. Secret: no secret, she always plays singles. 3rd singles - Sylvia Hill, senior, Newberg. Nicknamed Powder Puff Sylv. Before a match Sylv puts on so much powder that when she runs she creates a fog. Opponents never know what hit 'em.

First doubles - Carol Soderstrom, junior, Orinda, Calif. and Arlene Zimmerman, junior, Corning, Calif. Their combined psych turns opponents into pussy cats (those animals). Second doubles - Susie Hauser, senior, Newberg, Ore., and Lisa Hawkins, frosh, La Habra, Calif. Susie (no relation to Gary) is playing for a second year, providing seasoned backup for Lisa. Lisa's heroine is Chris Evert. Lisa's own tennis form, however, compares more closely to Babe Ruth.

Reserve player is Wonder Woman Wendy Worrel, frosh, Yorba Linda Calif. A great help to Coach Hermanson with her specialty in back seat driving.

Seriously folks, the team is really primed for a top season. All or any spectators are encouraged to come and watch. Blindfolds are provided free of charge, when the team is behind and door prizes will be awarded to each home match. Competition will be rough but with home support, confidence is growing and so will the wins.

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We've Only Just Begun

By
DEBBIE WILSON

"Exuberance"!! is the key word for the 1974 Women's Softball team. The much improved team has a promising outlook as they are now standing with a 1-2 record (maybe that's part of the problem, standing too much).

Under the coaching of Nadine Brood, the talented members include: our star pitcher, Shirley Bradley, who is very "frank" about her pitching. "I really get psyched up on that mound. In fact, sometimes I get higher than a Kyte!" Others are Velma (Ba-hun) Hartnell, Teresh (General) Mills, Peggy (Q-Tip) Schwab, Jenny "Oh, really?" Sherritt, Pam (fee-fee) Sturtzinger, Kathy (who-takes-her-shots) Schatz, Stephanie ("I got it") Bond, Peggy (Pigtail) Wilson, Mary Threesant, Lu Lu Griffith, Diana (Catch 'em) Comfort and finally the Bunting Barnett sisters, Sharla and Sheryl, who read Miss Brood's bunt signal very well. Other important people are our managers, Lyla Hadford and Becky Connor and statistician, Marsha Jensen.

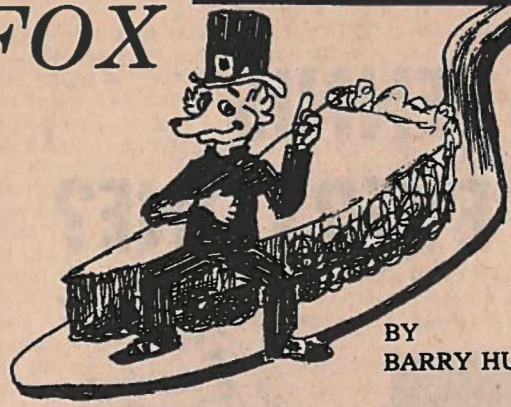
In their opening game against Willamette, the girls put forth the effort but could not get it all together, and came home on the short end of a 13-2 score.

In the tough defensive battle with Linfield, however, it was a different story. The girls jumped ahead early in the game but found themselves tied at 20-all after 7 innings. But through sheer determination (and a little help from their pitcher) the girls won in the 8th inning, 27-20.

On Wednesday, April 17, the girls traveled to O.C.E. but left their minds in Newberg. Mental fatigue seemed to be the main factor for their 23-3 loss.

However, the girls have the determination, talent and desire to make this season a winning one for good ol' G.F.C. Help them through your support on April 30, and May 2nd, 10th, and 17th.

FOX



BY
BARRY HUBBELL

A LA'MODE

Will native Alaskans, many without a high school education, participate in a college program if its brought to them?

The answer is "yes", according to Roy Clark, director of George Fox College's Alaskan program in Kotzebue.

Clark reports a 53 per cent increase in enrollment over participation in the program last year — the first for the federally-initiated project.

Registration climbed from 124 to 190 this year. Based on a minimum academic load of 12 hours, the number represents a full-time equivalent student body of 32 in the small coastal village of 2,000.

George Fox during the year just completed offered 22 weeks of college classes that are programmed from September through March to coincide with the natives off-season fishing and seal hunting.

In addition to the regular class enrollment 28 young people enrolled for a preparatory music instruction class from the college faculty.

The ethnic composition, Clark reports, was 156 natives or 83 per cent of those participating.

Approximately 20 per cent of those enrolled asked for college credit and the remaining attended on an "adult" basis, attending classes and participating, but receiving no academic credit. The reason for the high audit figure, Clark says, is the lack of adequate high school background among most of the young adults and many of them are being assisted through the audit classes toward completion of their Graduate Equivalency Degree (GED) program.

Utilizing a program of rotating Newberg campus professors to the Alaskan extension, four faculty members travelled to the community above the Arctic Circle during the winter. They taught courses ranging from principles of economics, accounting and business to leadership, music and interpersonal psychology. A total of 30 college credit hours was made available.

A heavy use is made of audio-visual aids. Two of the courses were completely programmed with modern audio-visual instructional equipment, part developed by a George Fox Professor, Dr. Donald Chittick. Those courses, Literature of the Bible and Fundamentals of Music, allow the students to progress at their own rate, utilizing professors only as resource persons.

The college works closely with native corporation officials, church and school personnel in developing the program offerings. "We endeavor to be sensitive to the educational needs of the community and to meet the people at the point of their needs and interests," Clark says.

The program this year is supported through a grant from the Eli Lilly Endowment after original funding from Title 3 funds.

Is there a way to measure success of the "taking the college to the people" program? "yes", is the director's answer. Requests for similar programs in nearby communities of Selawik and Noatak have been made by community leaders there and the college this year offered two courses in Noorvik, a small village 50 miles east of Kotzebue.

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The Adventures of Tim Weaver!



INVOLVEMENT IN
COMMUNITY AFFAIRS
IS PICKING UP AMONG
GEORGE FOX STUDENTS,
WITH A CONCERN FOR
STUDENT'S POTENTIAL
WITHIN NEWBERG

Right on schedule George Fox College junior Tim Weaver checks into the Newberg Police Station each week.

He reports to Officer Carl Miller on his set hours and the two discuss any new problems encountered and progress since their last contact.

Weaver, from Omak, Wash., is getting to know the police station from inside out. But that's the way he likes it.

The psychology-sociology major spent his winter term of college field experience on assignment with the police department for nine hours a week. And he liked it so well he's volunteering his help this spring term to aid Newberg residents.

With police work as his career goal, Weaver, 19, has jumped into the city's Operation Identification program revitalized after a start two years ago.

Using his background from a college journalism class, Weaver has prepared weekly news releases for newspapers telling about the program. He received three hours credit for his police department experience.

And now nearly an "expert" in the program along with supervisor Carl Miller, Weaver is helping conduct clinics and home visits so that residents can mark their valuable items for possible return if they are stolen.

"He's quite a help," Miller says of Weaver, who is believed to be the first GFC student assigned to the local police department for experience.

Under the reemphasized program, police hope to reduce the burglary rate in Newberg which they say has doubled in a year. The plan calls for residents to use electric engravers — the department has 25 — to put their personal identifying numbers (such as a driver's license number) on their valuable property. The number assures the homeowner of positive ownership of the item if it is recovered after being stolen. The owner who engraves his property also is furnished with a decal to be placed on entrance way noting to would be thieves that the property is so protected.

Police believe that will detour burglars who will avoid taking goods they will have to alter to remove codes.

The property owners keep the items and numbers on an inventory sheet stored in a safe, fireproof place for use if their home is burglarized.

"Operation Identification is a definite crime deterrent, but not a cure-all," Police Chief Herbert Hawkins says. "It has proven successful in other cities and even in its limited use in Newberg."

With Weaver's help, police beginning Saturday (April 6) will step up the program to what they believe will be a first in the state police reserves and Explorer Scouts will aid the department by going into private homes to do the engraving for residents.

In other cities, and for the first part of the program here, police had residents bring their items to them as special clinics.

But Newberg police will take the service to residents for the first three Saturdays of April. Persons wishing the service are being asked to call the police for Operation Identification between 10 a.m. and 6 p.m. any day to make an appointment. There is no charge for the engraving service.

ACADEMIC



By
JEFF RICKEY (NATURALLY)

In constructing and writing this article on the present academic life, I do so not out of grievance (which would be a sufficient argument), but out of concern and personal neglect for not considering parts of it in my expose of dorm life (for surely it is present to some extent!). It might also be worth mentioning that these perceptions and ideas are largely my own, with no regard to the universal mood, or understanding, of the issue. My thanks to those who have enhanced my understanding, given me new insights, and shared with me those insights already present (you know who you are). I sincerely hope that by replacing my pitiful humor with rational bitterness I may still enjoy the friendship of all of you and not be the receptor for discursive statements or arguments. Those whose toes I step on, I hope and pray, they will heal quickly with little pain.

I shall present, in four clear parts, the reasons for the inferiority of academic life present here, and then leave the end open for your thinking and reflection. I am willing to discuss on a one-to-one basis with you my solutions to the problem, but I will not at this time print them. I shall begin by looking at the students (by far the biggest heartache), then examine the faculty, the atmospherics, and the cultural neglect.

Regarding the students' responsibility towards the inferiority of academic life we can state two words, **shallow thinking** in appraising the dilemma. These two words encompass the whole realm of student neglect for solid academic life. As in economics, the whole is greater than the sum of its parts, but the parts are definitely worth looking towards. Many students have absolutely no idea why they are at college, what they are here for, or where they are going. In wallowing in their own lostness they are affecting the aspirations and expectations of others, unknowingly. Students should strive to gain, rapidly, their personal answers to these answers.

Students have the distorted conception that the college owes them an education. An education is a personal matter. As one student explained to me, "the education one gets is an individual responsibility. I don't care what other students do in a class. I have no one but myself to account to; my progress and learning is my problem, not the college's or professor's."

Students are refusing to really recognize and face the issues of the present day. They are content talking with others about the weather, or the dishes "SAGA" prepares. They are refusing to consider questions of government policy, new ideas from research, doctrinal beliefs, or basic motivations. They are satisfied with their ignorance; in essence they are saying, "If you've got it (ignorance), flaunt it." We should be somewhat modest, but being down-right obnoxious about our ignorance is yet another case. There are very few students you meet on campus that you can talk with concerning anything more complex than the meal we just consumed (perhaps a little absurd, but think about it). For those students for whom these points do not apply, I'm sorry the unnecessary admonishment.

The faculty has much to do with the inferiority of the academic life. Many times the professor is not structuring his classes for the student's learning opportunity and, at times, inferior teaching methods and practices are employed that prevent a student from obtaining the knowledge he wishes and excel in his aspirations. Another point is the lack of challenge presented by some professors. Many superior students are neglected the necessary challenge because, many times the case, the professors are endeavoring on bringing the

slower students up and the superior students are forced to descend to the level at which the professor is instructing. Sure, the student should aspire on his own, but with the knowledge many professors possess, it's only fair for them to impart "extra-helpings" to those students desiring it. It appears sometimes the professors are "selfish" with their knowledge.

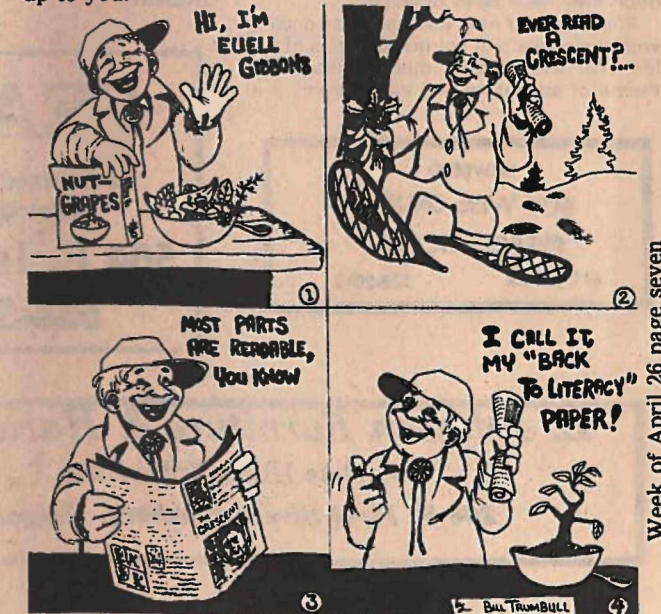
Many times the focus of instruction is the problem. As one of my colleagues so aptly puts it, "Instead of being educated we are being indoctrinated." In other words, we are being taught what to think instead of how to think. The focus should be switched to develop "how to think" mechanisms. From this we learn new ideas and how to solve problems of history, immediate or long past. Progression is accomplished as a by-product of "how to think", while "what to think" deters progression and encourages harmful stabilization.

Atmospherics may play a part in the issue of inferior academic life due to the lack of sufficient places one can conveniently converse with someone on an issue or problem and further their awareness as well as the other's, of a particular subject or idea. Places to get away alone are few between and need to be remedied to insure a free exchange of ideas and thoughts.

Another aspect of atmospherics may be the learning facilities. We have an excellent self-instruction lab, a good skills center, but our library books are, more often than not, copyrighted before 1960 (an assumption on my part, but nevertheless, I believe, a valid claim). The only salvation for this problem is our excellent periodical selection and our ability to acquire others through Union lists. As for the books, however, in our fast everchanging society, it seems a shame to go to books for research that don't even contain items for one's paper concerning a major subject in today's society, or that immediately past.

The last point considered here on the academic life is the apparent cultural neglect on our campus. It's only too bad that in our college's budget we can't allocate more funds to acquire good speakers and prominent men in various fields to highlight our learning experience. The visits of the men involved in the Science-Social Science seminars and Dr. John Howard Yoder were appreciated by many students; and, in talking with students, I learned that valuable insights were gained and personal questions were answered in ways not available otherwise. This should be a primary concern and not shunned off as "avoidable spending." If a few students should benefit from these times then these times should be deemed valuable and worthwhile.

What I have attempted to do is convey some of the problems of academic life at George Fox College. I hope that in the future these problems will be resolved, in the right time, and that we all may benefit from the solutions. As with an old cliché, "Don't be afraid to think, new horizons may open up to you!"



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BY MARK RAZ

Tourniers' "The Adventure of Living"

Why does man commit himself without reserve and in complete devotion to causes, creeds, passions, and ideas? Could it not be to fulfill an instinctive, idiosyncratic need for adventure? These are two major questions Swiss Psychologist Paul Tournier deals with as he writes on man's instinct of adventure (this is his first premise, that man indeed does have an instinct of adventure). Do not be misled here, Tournier is not throwing a condemnation at these devotions (or saying this is the only reason why we engage in them), but is showing how our desire and quest for adventure penetrates into the different spheres of our life.

Each and everyone of us has a need and a capacity to engage in adventure. Tournier tells us that even though our instinct of adventure may be cloaked, smothered, and repressed — it will never disappear from our personality. He goes on to tell us that individuals find different outlets to fulfill this need. Some find adventure in hobbies and work, others in research and development. And for a few adventure takes the form of illness, passion, and war.

Why do we defend our ideas so passionately? Is it to defend our adventure? Can we not say that very often the lure of adventure is not amenable to reason? As Tournier continues to develop his theory he states the law of adventure. And the law says that adventure ceases once it becomes normal — once it achieves its object it seems to die. We've all experienced the death of a past adventure. We can't find it any more, it is just not there.

In an abstract sense we have just hit upon the major point concerning adventure. You see, our adventure lies in the desire and the hope, not in the possession of that desire. Pascal told us, "we never seek things in themselves, but only the search for things." This seems to explain why our adventures lose their brilliance once they have been obtained.

Paul Tournier now turns to areas dealing with the social and spiritual aspects of our life. Yet while doing this he keeps this theme of adventure and incorporates it in

these other areas. In a masterful critique of society at large, Tournier shows how society feels if an individual succeeds (by society's standards) he is right (in both actions and ideas); if he fails he is wrong. Sartre was correct when he wrote, "society is hard on those who have not made a success of life." Yes, it is certainly true that society despises those it does not admire. Tournier finishes his critique by saying "History shows us how society admires the adventurers of the past — but it persecutes the adventures of today and calls them maladjusted."

Let us now move to the spiritual life. The greatest adventure in life is our spiritual development. In showing this Tournier writes, "there is always a (new aspect) of God to discover and a familiar God to rediscover, always a forward march." From this we can see that we are not to dwell on old adventures that are finished, but to wait upon God for a new beginning.

Another new beginning needs to be developed in our personal dialogue with others. Have you ever noticed a great proportion of superficiality in your conversations? How do we (you and I) reach a deeper, more meaningful dialogue with others? It will be reached by a sharing of ourselves, our fears and hopes, our ambitions and feelings. We seem to be afraid to give of ourselves, we seem to fear what other's will think of us — that they will think less of us if we share — when in turn (if we share) they will mean more to us (and we to them), and true dialogue will begin to flow.

It is my challenge to you to go beyond superficiality — talking of only things, persons, and events — and engage in a deeper, more meaningful conversation. This is Paul Tournier's message to us. Read Paul Tournier, you will find an array of astute observations about life and psychology. And most of all a wealth of practical wisdom.



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